MSRP Elementary State Meeting: Preschool

February 27 -28, 2013

COMPREHENSIVE
Striving Readers
LITERACY

Montana
Office of Public Instruction
Denise Juneau, State Superintendent

opi.mt.gov

- Review Agenda Format
- Silence Phones
- Parking Lot
- Limit Side-bar Conversations
- Take advantage of time to learn from each other

Welcome

- Provide strategies for utilizing technology
- Provide time for ISIP Q and A
- Provide history and share Montana Literacy Plan
- Review the Continuous Improvement Cycle
  - Analyze Student Level Data
  - Analyze School-wide (Teacher and School Level) Data
- Prepare for implementation of the Montana Common Core Standards (MCCS)
- Learn about vocabulary instruction and active engagement

Objectives

- Review Kindergarten Transition activities in your Striving Readers Grant
  - Share Current Kindergarten Transitions Plans (Road Maps)
- Review Community and Family Involvement activities outlined in your grant
  - Share activities taking place in your community
- Update Action Plans

Objectives Continued

Technology in Early Childhood

Bridging the Digital Divide
Terri Barclay
http://bit.ly/Wr11NC

Bienvenido!

http://todaysmeet.com/msrp_feb

Technology Journey

http://padlet.com/wall/lpqmc45m44

Technology: Friend or Foe?

Engagement

Self-directed Learning

Creativity & Innovation

Empowerment

Problem Solving & Critical Thinking

It's *not* about the Technology
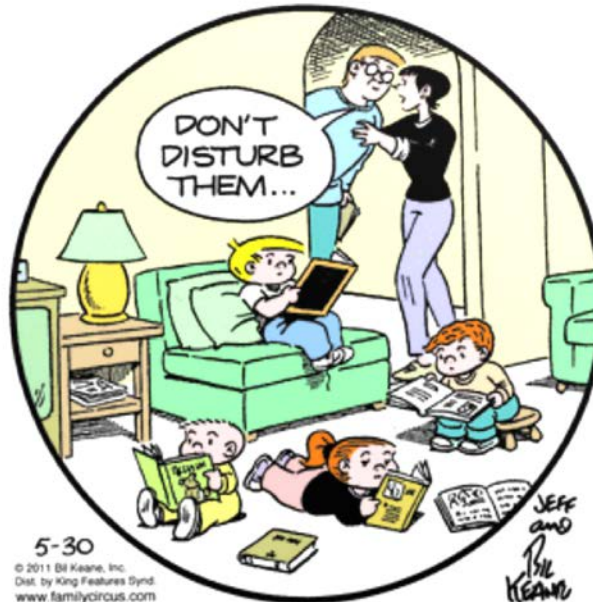
Keeping the children interested in "real" books…

http://www.naeyc.org/content/technology-and-young-children

Recommendations for Technology with Early Literacy Learners

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- In the revised version, the word "technology" is used broadly, referring to interactive digital and electronic devices, software, multi-touch tablets, technology-based toys, apps, video games and interactive (non-linear) screen-based media.
- **Technology is continually evolving.**
- *The most effective use of technology in an early childhood setting involves the application of tools and materials to enhance children's learning and development, interactions, communication, and collaboration.*

NAEYC: Position Statement

- Mandatory technology use is NOT part of the document
- Does NOT prescribe nor are teachers expected to incorporate
- No requirement to spend time in front of screens. Passive screen time & commercial television is discouraged
- Technology is NOT intended to **replace** play or personal interactions with adults.

Misconceptions

- Use of technology for the sake of technology
- **Technology should be used as a means to an end!**
- Use of technology practices that are not educationally sound, developmentally appropriate, or effective
- Passive use of technology or an inappropriate replacement for engagement

Cautions & Concerns
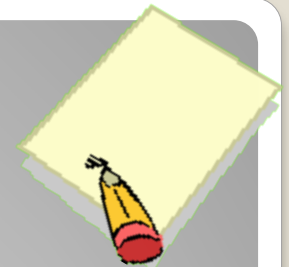
Digital Citizenship

The term digital citizenship refers to the need for adults and children to be **responsible** digital citizens through an understanding of the _use, abuse, and misuse_ of technology as well as the norms of appropriate, **responsible**, and _ethical_ behaviors related to online rights, roles, identity, safety, security, and communication.

Digital Citizenship Defined

- More than just Internet safety and *Stranger Danger*
- Engaging in undesirable behavior, ranging from **cyber-bullying of another**, to **plagiarism**, to behaviors that can be harmful to them personally—both now and in the future

Ethical Use of Technology

Respect yourself

Respect others

Respect outside limits (rules and laws)

Three Aspects of Digital Citizenship

- "We are living in a time when learning and innovation are increasingly global. To be prepared for the fast-paced, virtual workplace that they will inherit, today's students need to be able to learn and produce cooperatively." Thomas Friedman, The World is Flat (2005)

Cooperative Learning

It's Delicious!

- *Language and literacy are an integral part of development for young children, and happen in a sequential manner. A strong foundation in the development of language proficiency is the key to developing literacy skills, thus a pre-requisite in learning to read.*

http://www.readwritethink.org
http://starfall.com
http://tumblebooks.com
http://kerpoof.com

Language and Literacy

- *The foundation for children's mathematical development is established in the earliest years. Early mathematics learning builds on the curiosity and enthusiasm of children and grows naturally from their experiences.*

http://illuminations.nctm.org

http://nlvm.usu.edu/en/nav/vlibrary.html

Mathematics & Numeracy

- Young children are natural scientists. Beginning with the need to understand their immediate environment, they move from awareness to exploration, inquiry, and utilization of knowledge. Individually, in small groups, and often with the guidance of an adult, the *Scientific Method can be applied to all* content areas of science

Digital cameras
Flip video
DIGITAL MICROSCOPES OR DOCUMENT CAMERAS
Ask a Scientist!
Skype with an expert
Get outside with mobile devices!

Science

"Our world is a museum, a field trip, a laboratory, and a natural resource, just waiting to be discovered, explored and enjoyed." (Barbara J. Taylor, 1991)

- *As children grow and develop, they become increasingly aware of their physical environment. They begin to identify similarities and differences between people and discover that no two places or objects are the same.*
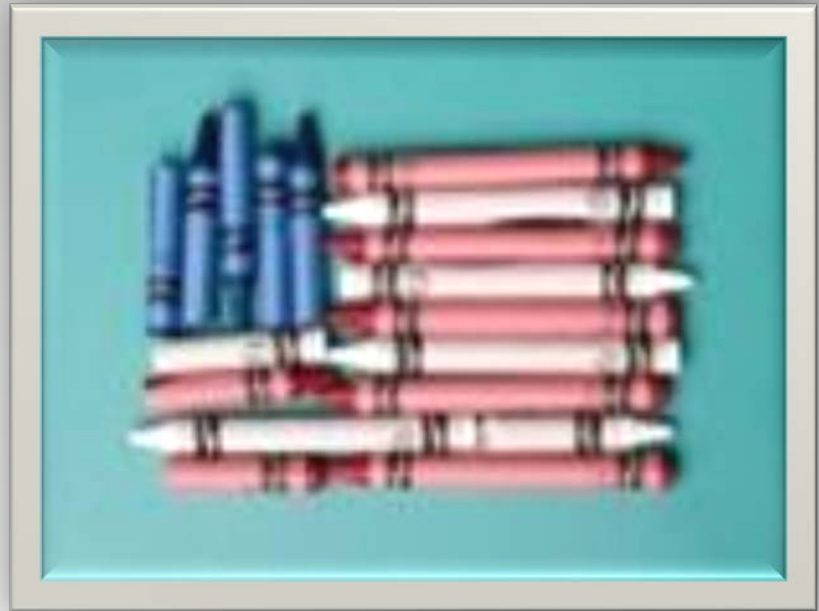
Social Studies

- *Through creative arts children explore and represent their ideas about the world, reveal their inner thoughts and feelings, find ways to understand themselves, enrich their world and bring beauty into it.*

Creative Arts

"The creative arts are our universal language, the language of our imagination, of musicians and dancers, painters and sculptors, storytellers and poets."(Edwards, 1997)

- *Health, safety, and physical development are critical to the skills, timing, and expression of early learning. A safe and healthy environment provides an essential foundation for children's personal health and well-being.*

Playgrounds!
There's a App for that!

Physical Development & Health

- *To optimally support young children as eager learners, early childhood programs are built upon a strong commitment of deep respect for families and developmental and cultural diversity.*

Social Emotional Development
How young children feel is as important as how children think.
(Mary Louise Hemmeter)

- Free webinars for early childhood professionals
  - http://www.ecewebinars.org

Professional Development

- Facebook
- Twitter
- Skype
- Blogs
- Wikis
- Podcasts

Social Media/Networking to enhance PD

- www.littleclickers.com
- http://www.readkiddoread.com/home
- http://ele.fredrogerscenter.org/activity

Places to Explore

Social Media

But why use social? 01

- Listen
- Drive traffic
- Raise money
- Get and share info
- Get and share news
- Respond to problems
- Share ideas
- Build partnerships

} Build Credibility

Why use Social Media?

Overlap

What to share…

Read B4 Blogging 03

- Birth to Thrive Online: http://birthtothrive.thrivebyfivewa.org
- Early Ed Watch: http://earlyed.newamerica.net/blogmain/
- Lead from the Start   http://circle-time.blogspot.com/
- Early Stories http://earlystories.org/
- Language Castle: http://languagecastle.com/wordpress
- Preschool Matters Today: http://preschoolmatters.org/
- The Grass Stain Guru http://grassstainguru.com/
- Teach Preschool http://www.teachpreschool.org/
- 140+ In The Moment http://fssimon.wordpress.com/
- Early Childhood Investigations
  http://earlychildhoodwebinars.com/blog-2

Places to learn from people with similar interests

Rethinking Projectors

Jump-Start Inquiry

Photos

Dramatization

Pursue Inquiry Concepts

Video Clips

Skype an expert

Documentation/Assessment

Capture student thinking/ processes

Student Writing Samples

- www.itunes.com
- http://www.naeyc.org/tyc/files/tyc/file/V6N1/Message%20in%20a%20Backback%201012.pdf

iPad/iPod Touch

- Article in Vol 6 No 1 Teaching Young Children

Touch AND Grow: Learning and Exploring Using Tablets

- How will the tool meet the identified educational and life goals for a child or for a group of children
- What are the functions of the tool
- What monitoring is needed
- Will the tool(s) meet the interests and needs of the children

Make Intentional Choices

- Research the features of the app(s)
- Explore the ***entire*** app
- Look for apps that allow for audio and photo input
- Consider the feedback options
- Can progress be tracked
- Is the information accurate

Tool and App Selection is Important…consider this…

- http://www.delicious.com/terribarc
- http://groups.diigo.com/group/montana-early-childhood-technology
- http://cooltoolsforkindergarten.blogspot.com
- http://stregisstars.blogspot.com
- Facebook: Terri Barclay
- http://tinyurl.com/3u4z9hd Conference wiki
- Twitter: terribarc
- Skype: terri.barclay

Social Media Web Presence

- http://www.storyplace.org/storyplace.asp
- Online Images for Classroom Use http://blogs.rockingham.k12.va.us/lpike/2011/05/online-images-for-classroom-use/
- iPad Partnering: http://blogs.rockingham.k12.va.us/lpike/2011/05/ipad-partnering/
- Kidlink: http://www.kidlink.org/kidspace/start.php?HoldNode=1953
- Get It, Got It Go! http://ggg.umn.edu/get/index.html
- http://www.tammyworcester.com/Tips/Tammys_Technology_Tips_for_Teachers.html
- Teaching Young Children; October/November 2012 NAEYC

Resources